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ABSTRACT

"Welcome to a movement which focuses on the development of human resources--career education." This theme sets the tone for the publication, whose main purpose is to "help teachers try out career education activities in their own classrooms." A brief discussion of key concepts, examples of activities, and sample forms for quick planning and implementation are aimed at the teacher. Topics treated are: refocusing for career education (refocusing instructional content on people); resources for career education (parents, thank you letters, a business resource questionnaire, getting material and other services, and staff development); theory of practice (interviewing, teaching skills via career education, and evaluation forms); planning models (two developed by the ABLE model program); and analysis of the work of a teacher. The advanced booklet ends with a review of the key ideas advanced by ABLE. It contains charts, illustrations, and useable sample forms. ABLE's capsule philosophy for the development of career education is: A "teacher's imagination is the key instrument of instruction," and this publication stresses that outlook. (NH)

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FIRST STEPS:
PLANNING A CAREER DEVELOPMENT ACTIVITY
IN YOUR CLASSROOM

Prepared by
ABLE MODEL PROGRAM
Northern Illinois University
DeKalb, Illinois 60115

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The Division of Vocational/Technical Education
Board of Vocational Education and Rehabilitation
State of Illinois

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I. INTRODUCTION

This material is designed to help teachers try out career education activities in their own classrooms. A brief discussion of key concepts, examples of activities, and sample forms are included to encourage quick planning and implementation.

This publication is part of a package our research and development project is offering to those initiating career education programs. Other items include an introductory pamphlet, *IMPLEMENTING CAREER EDUCATION THROUGH ABLE MODEL PROGRAM*; a resource guide, *CAREER EDUCATION ACTIVITIES THROUGH WORLD OF WORK RESOURCES*; and *INTRODUCING CAREER EDUCATION TO TEACHERS: A HANDBOOK FOR CONSULTANTS, WORKSHOP LEADERS, AND TEACHER EDUCATORS.*

A 16mm sound/color film is also available. *PEOPLE HAVE CAREERS: A PRIMARY TEACHER INTEGRATES CAREER DEVELOPMENT IN BASIC AREAS OF THE CURRICULUM* can be ordered through the NIU Film Library.

Section II introduces key concepts and encourages reflection about questions often asked about career education in the elementary school.

Section III has sample materials which may be copied or modified to meet local needs. It also contains suggestions based upon the classroom experiences of many teachers to contribute to the shaping of expectations and plans.

Section IV provides information about teaching interviewing skills and shows how career development activities can be woven within traditional areas of the curriculum. Examples from language arts, mathematics, science, and social studies are included. Sample plans will help teachers visualize opportunities for planning integrated instruction. An instrument to diagnose interests and attitudes is included to help teachers begin to focus upon evaluation. In this respect, the *values* of instruction are highlighted.

Section V contains two ideas which were developed into organizing centers for instruction. *BUILDING* presents three possibilities for thinking through career development activities. *THE GREENHOUSE* organizes thoughts in the same manner, but suggests other content areas for creative teaching and management.

Section VI presents a flow chart detailing the work of a career education teacher as a person might work through a complete instructional unit.

The last section is a brief review of the concepts, techniques, and strategies explored by ABLE Model Program until June, 1972.

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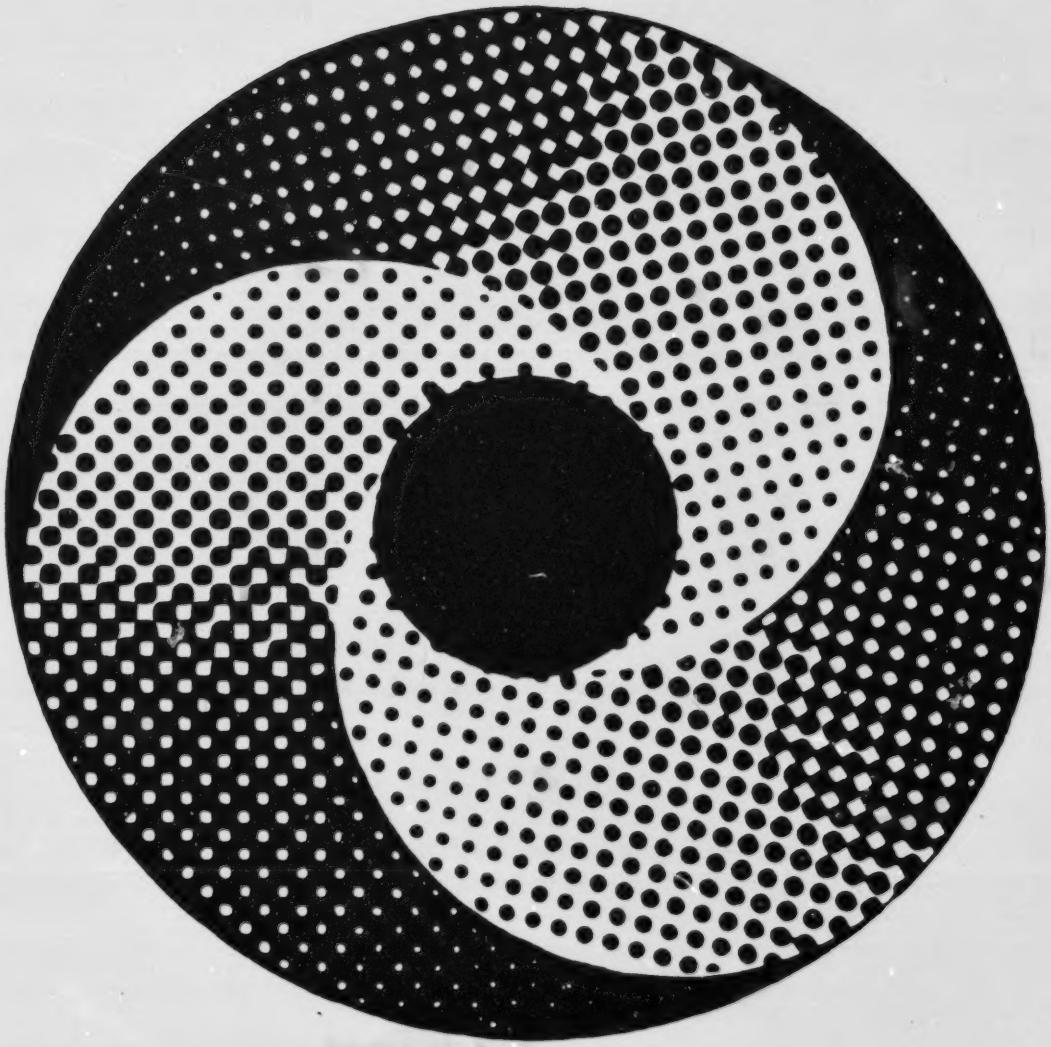
II. REFOCUSING FOR CAREER EDUCATION

Welcome to a movement which has strong support from national and state governments, school boards, administrators, teachers, parents, and many active segments of our local communities.

Welcome to a movement which focuses upon the development of our human resources - career education!

We have taken the position that our schools must help students plan their lives in *and out of school.* We know that many professionals have been "career education" teachers for a long time and we feel fortunate to be participating in a venture to develop *a theory of practice* with them. The work of the professional teacher is at the heart of any instructional program and we know that teachers can plan and implement life-centered activities effectively.

Our approach is teacher-oriented. We believe the teacher's imagination is the key instrument of instruction. Therefore, the following material is designed to focus your imagination upon specific elements of your work.



A. THE ORGANIZING CENTER CONCEPT

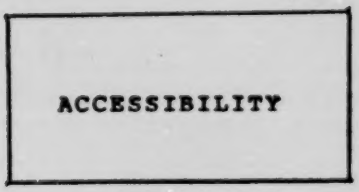
An organizing center depends upon a teacher's imaginative view of instruction. Each teacher's imagination produces a form. This form, based upon a person's individual talents and experiences, is important because it subsequently shapes the teacher's variety of activities, time intervals, and levels of expectation. Whatever the size of one's undertaking, however, a plan that rests comfortably upon a personal base is usually most productive.

Effective teachers think and plan elastically, appropriate to what needs to be done. The questions below set a frame and help us think of work that has to be done:

ACCESSIBILITY: What materials and services can be available to the learner?

MOBILITY: What content areas (skills, facts, attitudes, etc.) can emerge from this idea?

ACCOMPLISHMENT: What can the learners do?



1. What materials can a child use in the daily course of instruction? When a decision allows one child free access and excludes others, what reasons lie behind the selection? (maturity, skill development, social manners, interest)

2. Where can a child go to study? To organize? To practice? How are the places different?

3. What different sensory stimuli can the child encounter? (printed page, voice, film, touch)

4. What tools can the child use to uncover information? (card catalogue, thesaurus, telephone) When? With whom?

5. What human talent can come into contact with the child? Can the contact take place during school hours? Is the child expected to observe or interview talent outside the school?

6. How is the child encouraged to make his own thoughts and feelings accessible for his own reflection and/or action?

MOBILITY

1. Can the content build upon overt interests of the children? Can new interests be generated? Can individuals work upon the ideas and skills at their own pace? To their own accomplishment level?

2. Can the reason for instruction of this area (fact, skill, attitude) be clear to the learner? Clear to the parents?

3. When ideas spin out from the center, can they pull together new relationships from past studies? What academic areas can contribute to ongoing learning?

4. Can the complexity of thought and accompanying activities increase as the ideas are studied in depth? Can the concepts and skills be applied to practical tasks?

5. Can the content enable children to encounter the fundamental life activities of their local community? Of their religion? Of their contemporary world?

6. Can the content enable children to delve through time and cultures so as to build an appreciation of their heritage? Can the content have a continuing effect upon the child's self-image as a person who is creating his human biography each new day?

ACCOMPLISHMENT

1. In how many different ways can a child express himself to you? To others in the classroom? To his parents? To others in the community?

2. In what ways can learning efforts be evaluated? Learning achievement? What can the child contribute to the evaluation process?

3. How can the child be encouraged to use different resources? When (and for how long) can he put together his work? Where can he practice? With whom?

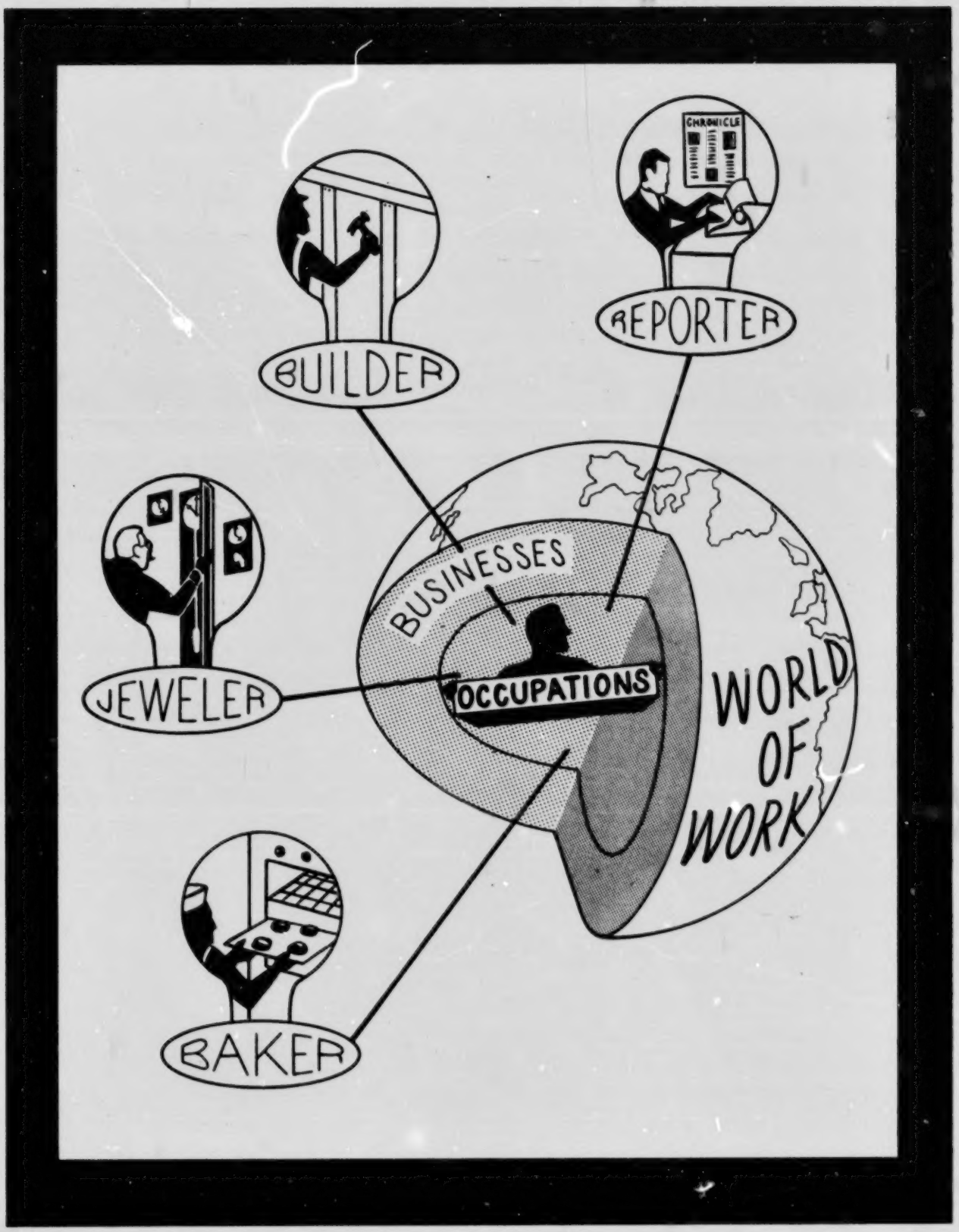
4. Can learning efforts be stored in an accessible area? Can the child review and redo his own work?

5. Can others see the child's achievements? Can a child get feedback about how he has used media as well as about the content he has had to express?

The *organizing center approach* encourages teachers to zero in upon the needs, interests, and abilities of individual children. It also brings increased attention to the use of community resources, especially the people of the community. Relevancy of instruction is increased as children are brought into direct contact with world of work people and content.

Helping children inquire from primary sources in their own community is a significant goal. Helping children relate in-school learning to out-of-school experiences will help children clarify their values and lead to decision making opportunities appropriate to their maturational level.

Career education means a refocusing upon people. The organizing center concept allows teachers to plan people-oriented activities easily and within their regular ongoing curricular structure.


BUILDER
REPORTER
CHRONICLE
JEWELER
BAKER
BUSINESSES
OCCUPATIONS
WORLD OF WORK

B. REFOCUSING INSTRUCTIONAL CONTENT UPON PEOPLE

What holds the elementary school together? What energies pull towards the center? What can the teacher use as a heart for the curriculum?

The study of occupations can be a suitable place to start instruction for young children. Children have a natural interest in seeking contact with working adults. Their wonder of what the future holds for them and their active search for worthwhile expression thrusts them into positive learning roles. A progression from human forms (adult roles) to abstract knowledge (subject matter) appears natural.

Since living forms evoke maximum stimuli and also contain within themselves the heritage of our civilization, the study of occupations affords an excellent vehicle for management of motivations and content. Effective teachers have to be relevant to the lives of learners as well as to their contemporary culture. *With organizing centers formed from life-centered activities, teachers can plan, implement, and evaluate such relevant instruction with confidence.*

Imagine the direct experiencing potential within life-centered organizing centers!

As children study active adults, at work or pursuing other careers, they will receive "occupational information" and have many opportunities to build their career-consciousness. Career preferences will develop and change, and as they do so, they will strengthen the child's self-image. Exploratory, academic, and sharing activities all contribute to the development of a self-image shaped from the credible actions of adults.

Children can "choose" jobs many times, roleplay situations to incorporate affective content, and review consequences resulting from the direct experience of others. Within such opportunities, their performance is open, subject to guidance from the teacher, and available for parent comment. The built-in features of a career development approach help children to understand themselves as well as to learn about their opportunities in the world of work.

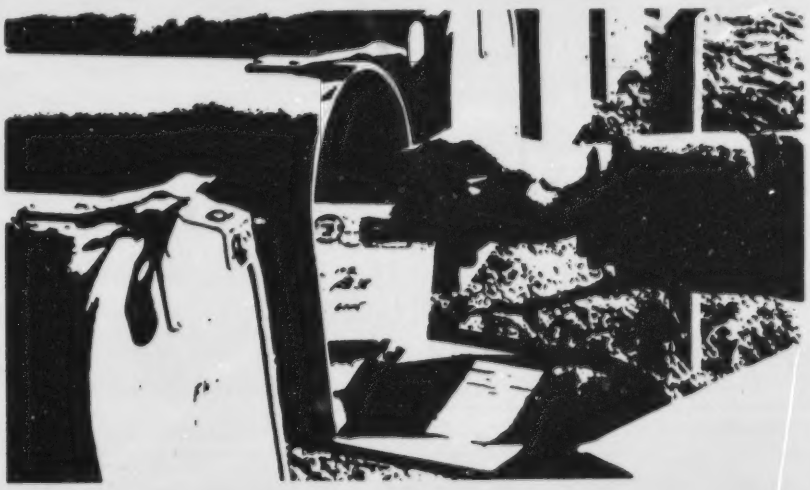
C. VISIBILITY

Our approach to career education relies upon the performance of the teacher. We are positive about the productivity of our practicing professionals and want to help them achieve the success which they should rightfully receive. *We encourage visibility because it is natural to share, because feedback adds to the motivations of learners, and because the teacher's work can be placed in the public domain.*

Local resources will suggest the means and ends of your display products. Obviously, if several cameras are available and your talent enables you to manipulate these effectively, your work may be picture-oriented. Each person sees as his own mind's eye allows. However, some displays require very little technical equipment and, as you look over your instructional program, you'll be able to draw out bits and pieces that will fit together. A coordinated assembly of student products is not a difficult task.

Open houses for parents, exhibits for grade level meetings, and other occasions when the work of the teacher is called for, can all be made more vivid with materials that elicit multi-sensory responses.

-stories and pictures about visits with talent or about field trips
-letters to parents by students
-experience charts
-spelling papers
-taped interviews
-compositions
-folders



Projects that involve group cooperation and a sharing of thinking would include:

-picture-story "TV" presentation of chart
-reporting or explanations of work
-exhibits
-dioramas
-mobiles
-plays

Other materials that will help illustrate the work of the teacher are:

-comments of parents and community members on academic performance
-letters written by visiting talent and parents
-letters to parents by teachers
-collages and montages
-lesson plans
-flow charts

Our strategy calls for a confident teacher to demonstrate what work went into planning, implementation, and evaluation of instruction. Our program is *teacher-oriented*. The community must be helped to realize that the significant educational experiencing of their young in school is guided by competent professionals.

D. QUESTIONS AND ANSWERS

1. *Why careers?*

   The lives of people are important. What a person has done (been), what a person wished to do, and what a person plans to do with his energies are worthy for communication. We interpret career education to mean careers in family life, in the community, and in the vocational areas.

2. *Is my entire curriculum to be based on career education? How much time should I spend on it?*

   A combining of the interests of your children, resources of your community, and your judgment of what your children need to learn *is* your curriculum. Actual classroom time spent on career education depends on many factors, the most important one being *how comfortable you feel in this approach.*

   ABLE did not intend career education to be your whole program. However, some teachers who use the people-centered approach as their organizing centers can manage to deal with the entire curriculum. Other teachers find it is not successful as a full-time venture, but regard career development as a significant theme to be applied wherever possible.

   If you can't enjoy what you're doing, it probably means that you're trying to force too much in too short a time.

3. *What do we do with our present curriculum materials?*

   All materials should serve the purpose of increasing learning potential of children. There are many good stories and exercises in standard text materials; but there is also much which could be ignored because it is not relevant to your particular needs at that time. Our approach pulls the teacher away from being an assistant to textbooks and forces one to *plan in terms of doing activities.* The real world offers much printed matter, visual imagery, and direct experience that is significant and adaptable to your curriculum.

4. *How do I relate skill areas to the world of work?*

   Skill areas are *related to people* and their daily lives. By involving children with an authentic career situation, the teacher can demonstrate the relevance of the skill areas to the occupation. (See our outlines about the skill areas of language arts, science, social studies, and mathematics.)

5. *How do teachers avoid repetition through the grades?*

   If career education is implemented throughout your school, basic procedures can be outlined for each grade. As in using any other approach, different levels of instruction will take place in each grade. Just as reading is taught throughout the grades, a child exposed to the same career at different times will extract what is important to him at that particular time because he is at a different stage of development. Planned clusters (areas) of occupations can be presented for different age levels.

6. *Are we eliminating subjects in order to teach career education?*

   Teachers who have used this approach have found they and their students have much more enthusiasm for content. Instead of eliminating subjects, parents and students become more involved and accomplish more. Career education is academically respectable.

7. *Why should I involve people in my career education program? How can I do this?*

   People are the basis of your career education program, more specifically, the *person-in-the-occupation* will be the organizing center for instructional plans. If the purpose of education is to prepare children for adult roles, then acquaint them with authentic adult roles; the *person-in-the-occupation.*

   There are two basic methods of involving people in your classroom activities. You can bring adults to your classroom or you can take your students to the adults. Both involve you familiarizing yourself with your community, children, parents, and with basic field trip procedures. (See our suggestions about the teaching of interviewing techniques.)

8. *How can I involve the local business community? Will they tire of this involvement?*

   Call upon a few friendly people first. Learn what they have to offer. Use parents wherever possible. *Start with brief meetings of children and adults.* Discover what is close to home before venturing out upon exotic trips. Community resources are rarely used to capacity.

   Until people tell you you are not wanted, be positive and utilize what you can to benefit the children. Forms and strategies can be obtained from ABLE staff and others developing credible programs for children. Utilizing community resources is not a new concept.

9. *How should I get started?*

   We suggest you *make up a plan for a short period of time using a specific resource with which you are familiar.* Start with an idea comfortable to you and an outside guest speaker with whom you can freely communicate. If you plan to accentuate language skills, then highlight elements of your guest's work that relate to language skills. For instance, if your guest is a policeman, then some concurrent follow-up or language skills might include: interviewing, letters of explanation to parents, vocabulary related to policeman (badge, siren, sergeant), and thank-you notes.

10. *Should all the children participate? What about children with special needs?*

    Career education is for all children. Children with special needs must begin to be realistic about their occupational goals. This approach eliminates the need for isolating these children as there are many levels of performance within any area of study.

11. *Can this method be used for both the self-contained classroom and the open classroom?*

    This approach is flexible and can be integrated into any type classroom situation. *The heart of our program lies with the teacher's imagination.*

12. *Will I lose discipline and control with this approach?*

Employ the same high quality of management as you did with any other approach. Highlighting children's interests does not mean you are no longer the creative leader. Your authority emerges from your expertise as a professional teacher.

13. *What do parents think of this type of instruction? How do I actively involve them in my career education program?*

Communicate objectives as actively and as often as you can, as visibly as you can. What your parents think of your career education program will depend primarily upon how you involve them in it. Ask them to aid your "doing" activities.

Most parents who have become actively involved enjoy entering the classroom and talking about what they do. Methods of parental involvement will depend upon the past history of the school's program and the courage of teachers to reach out and communicate.

14. *How do I get administrative support?*

Point out the direct parental and community involvement this program can accomplish. Your administrators are apt to be receptive as motivation and skill development is increased. *Their public relations program depends on active and visible teaching.*

15. *Who can help me?*

The person who would be most valuable to you is an experienced teacher. ABLE Model Program, NIU, DeKalb, Illinois could direct you to such persons. You may find help through other staff members such as your superintendent, principal, curriculum director, counselors, and state consultants. *Find one person you trust and talk about what you would like to do.*

16. *Where do I get materials?*

Talk to your librarian or learning center director. The sources which you will use will depend upon what you are teaching. If you are studying in the area of health, the hospital, medical catalogues, local doctors, nurses, technicians, etc. could be obvious beginning points. Ask the children and parents for suggestions. Volunteer help will arise and provide materials you never considered as aids before. (e.g. An inventory checklist from a supermarket for experiences in mathematics.)

17. *How do I keep records of the child's work?*

Help the child learn to evaluate himself. In addition, some teachers use samples of the child's work, anecdotal records, interest and attitudinal inventories, and journals kept by the children. An organized cumulative folder system should help people see a developing history of each child.

18. *Are there any statistics comparing childrens' achievements who are in a career education program to those in traditional programs?*

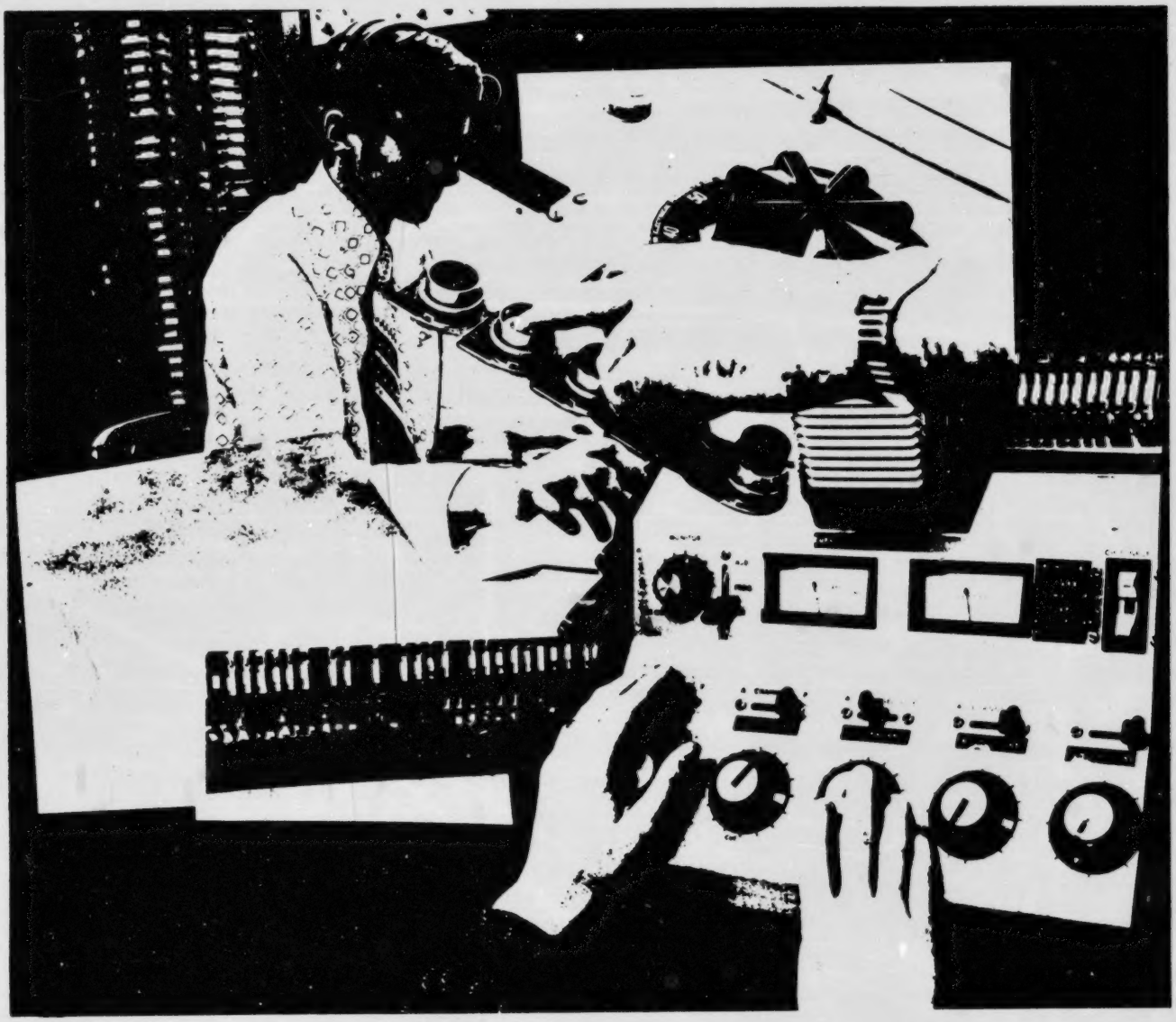
There are no statistics as yet; the program is still in the developmental stages. However, efforts in this direction are being pursued. (Peoria, Illinois started a federally funded, K-8 program in the spring of 1972 and will have some tangible results during the 1972-73 academic year.) Teachers using this method must remember not to evaluate their students on an hourly or weekly schedule. Attitudes need time to be adequately developed. With all the problems we face, *a life-centered education seems mandatory and well worth the risk.*

Read *EDUCATIONAL ACCOUNTABILITY: BEYOND BEHAVIORAL OBJECTIVES* by Arthur W. Combs. This booklet was distributed by the ASCD in the summer of 1972. (Library of Congress Catalog Card number: 72-80216. Price $2.50. Order from Association for Supervision and Curriculum Development, 1201 Sixteenth St., N.W., Washington, D.C. 20036.)

III. RESOURCES FOR CAREER EDUCATION

This section includes ideas and forms to facilitate a program of active involvement with people and places in the local community.

The forms may be modified to meet local needs.



A. COMMUNICATE AND INVOLVE PARENTS

SCHOOL_____GRADE_____TEACHER_____

Dear Parents,

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be most convenient for me to be at your school on (days and times).

_____

_____

_____

_____
Signature

B. A SAMPLE THANK YOU LETTER

Date

_____

_____

_____

_____

Dear_____,

Thank you for participating in our program of career talks. We find this activity very helpful to our elementary students. Direct experience with working adults adds relevance and meaning to their studies.

We appreciate the time and energy you gave to the education of our students.

Sincerely,

_____

Rather than using an impersonal thank you letter, the students can express their own thoughts and feelings. Many language skills can be taught from this base. Letter writing by children can become an integral part of an instructional program.

C. A SAMPLE LETTER TO INTERESTED TALENT

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist and make their present schooling more relevant to their future. There are many things to be besides cowboys, firemen, nurses, and teachers.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your job title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with *things*, how do you feel about that? Do you prefer *not* having to deal with the public or fellow workers?
--What do you consider the best points of your job? the worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

D. BUSINESS RESOURCE QUESTIONNAIRE

1. What is the name of your business?_____

   A. Address_____

   B. Phone_____

2. Who should be contacted to arrange the visit?_____

   A. Position with firm_____

   B. Phone_____

3. Would someone be able to visit the classroom to prepare for the trip or follow it up?_____

4. For what age children is the tour appropriate?_____

5. How many can be accomodated at one time?_____

6. How many school groups can be handled per year?_____

7. What is the best time of year to visit?_____

8. What is the best time of week to visit?_____

9. What is the best time of day to visit?_____

10. How much time is needed for the visit?_____

11. What is the cost to the pupils?_____To the school?_____

12. Are there facilities for meals?_____

13. Is there ample parking space?_____

    A. Bus_____

    B. Car_____

14. What can be seen, heard, tasted, felt, etc. that you feel is unique to your business?_____

    _____

    _____

Questionnaire Cont.

15. Do you have special exhibits, films, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured?_____

_____

_____

16. Brief description of the tour_____

_____

_____

17. Is guide service provided?_____

18. Are there any special safety precautions to be observed during the visit?_____

_____

19. In what other ways can the business and industries of this area contribute to the education of our young?_____

_____

_____

_____

_____

_____

20. What can the school community do for you?_____

_____

_____

_____

_____

_____

E. HOW TO GET MATERIALS AND OTHER SERVICES

Texts, workbooks, films, filmstrips, and other programmed materials are useful, but only a teacher's imagination will search out materials and services from local resources.

The district's professional library, learning centers of the schools, and even classroom library may be starting points for resource materials. Liason with interested parties in the community, especially parents, will help to keep materials relevant and appropriate to the interests of the children. Free materials are available from many sources within the community as well as from national foundations and trade associations.

Many "public relations" materials, especially films, may be borrowed at little cost. Teachers will be doing the business concerns a favor by utilizing the office which is set up to promote the company's image.

State office personnel and faculty of state universities are available for a variety of services. Requests may bring individuals or instructional teams to aid with specific projects.

F. SUGGESTIONS FOR STAFF DEVELOPMENT ACTIVITIES

Here are some suggestions which may help you generate support in your school setting:

1. An ad hoc committee made up of classroom teachers and administrators to talk about activities for interested teachers.

2. Visitations to classrooms where World of Work instruction is being planned and implemented (within and outside the school district).

3. Special workshops to focus attention upon educational goals and outcomes.

4. In-service meetings to share teaching skills which bring children into contact with active adults.

5. Lay advisory committees to suggest new directions and priorities.

6. Grade level teams reporting to school faculties and parent groups about forthcoming programs.

7. Special projects by learning center directors to highlight particular careers or to show the relevance of academic content to particular occupations.

8. Pilot projects to test selected concepts in classroom settings.

9. World of Work fairs and other all-school projects that bring school personnel and people in the community together for sharing activities.

10. Consultant help from state office personnel and/or university faculties.

These may be suggested to curriculum developers, administrators, and other educational leaders in your school district.

IV. A CREDIBLE THEORY OF PRACTICE

This section includes ideas and outlines to help teachers implement specific skills within an ongoing instructional program.

Basic, life-centered activities can be woven within the regular curriculum to motivate, to increase relevance of instruction, and to furnish performance opportunities for the purposes of evaluation. *Learning by doing* is an old maxim. *Planning by doing, teaching by doing,* and *evaluating by doing* are maxims that guide us toward a self-confident instructional program.

Through activity we discover life!

A. INTERVIEWING: A Basic Instrument Of Inquiry

As you organize how the content of your instruction will be accessible to the children, your plans will lead you to use people from the community. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following list of questions may help you, your guests, and your class get started with this important tool of communication and inquiry.

The questions are designed for children who are learning to interview.and can also be presented to an adult prior to his visit. They can also be used for conducting a group or class conference with adults in school or at the resource site.

The depth and quality of the interview will depend, of course, upon the preparation each interviewer has in the area. Also, motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some areas and not to others. However, there is a commonality to the process of interviewing and the teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

Interviewing skills are merely one branch of the communicative arts. Once children learn to communicate through the process of interviewing, they enter other worlds of discourse and many realms of meaning.

Some typical questions you may ask are: Can the children do it? Will there be some foundation upon which I can build? Will I be able to get this new material across? Which children won't get it? Which ones will need much practice? What if they're not interested? What if there isn't anyone who cares?

Interviewing is a vehicle as well as a bridge. It is a process and content. It is something that can be taught by itself and something that can be taught by interweaving it within traditional subject matter.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

DEVELOP SKILLS THROUGH ROLEPLAYING

Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the children's efforts will not dissipate when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. Stick puppets and other media can be used for roleplaying practice.

A teacher can build a platform of appropriate materials for one class, then use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources. "Friendly" school personnel afford excellent first experiences.

QUESTIONS STIMULATE INTERACTION

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work.)
2. Why did you take this job? Did others agree with your thinking?
3. What tools do you use? Is there a special way of talking about your work?
4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?
5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?
6. Who depends upon your work? Upon whom do you depend for your work?
7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?
8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day - even people who are crabby and ill-mannered?
9. What inventions could put you out of work?
10. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?
11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?
12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? of losing a lot of money quickly?
13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?
14. Is there anything we should have asked? What would you like to ask us?

CONFERENCING LEADS TO TRUE SOCIAL STUDIES

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.

Familiarize your students with questions as those listed above. Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer.

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk toward fruitful discourse.

Be alert to step in and help facilitate communication if you see either the student or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, resource people and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy adults (or students) and the academic activities of your classroom will be pulled together. *The teacher has to be the bridge.*

Young children can move curiosity into inquiry, inquiry into the academic domain, and academic performance into healthy character and career development. The bridge to becoming has to be built upon, with, and for people.

Teaching children to inquire from primary sources, the adults in your community, builds a firm place for career development to begin. Children will be more ready to relate school studies to life-centered activities and more prepared to make appropriate choices for their developing lives-to-be.

EVALUATE INTERVIEWING SKILLS AS INSTRUCTIONAL CONTENT

How do you know when children have learned to interview? *How can you tell they are making progress toward that accomplishment?*

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations. However, *your view of children's performance will determine an assessment of their progress and achievement.* To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "Interviewer" question with a purpose?
   b. Does the "Interviewer" follow a strategy?
   c. Does the "Interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing?"
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
   a. Does he volunteer information about media presentations that highlight interviews?
   b. Does he share what he has experienced (seen, read, or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? the studies of the class?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

B. SKILL AREAS

Will career education allow for teaching of the basic skills? How can I relate skill areas to specific activities and to community resources?

These questions are most frequently asked by elementary teachers when first introduced to the concept of career education. The purpose of this section outlines a few skill areas in language arts, mathematics, science, and social studies and relates them to persons-in-the-occupation and life-centered activities. A few examples for primary, intermediate, and upper levels of the elementary school are included.

Teachers using "open school" or "individualizing" approaches will appreciate the structure our outlines offer. From such a secure base, a teacher can plan activities which encourage education to become a social process.

Teachers using programmed material and working with subjects within specific time frames will appreciate the opportunity to take an idea (from a traditional content area) and develop relevant projects. One of our themes has been *TAKE AN IDEA AND SEE WHERE IT LEADS YOU.*

. . . PRIMARY . . .

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Identifies letters of the alphabet	File Clerk	Alphabetizes names of students in class
Forms letters legibly	Sales Clerk	Set up store and write receipts for articles
Pronounces words correctly	Telephone Operator	Roleplay phone company operations
Uses acceptable spacing and alignment	Person who does Newspaper lay-outs	Practice forming letters and words on advertising pages of newspaper
Places events in sequence	Sportscaster, Reporter	Retell stories using proper sequence
	. . . INTERMEDIATE . . .	
Selects appropriate words when writing	Secretary	Write letters to outside talent
Organizes and expresses thoughts clearly	Factory Foreman	Write a report of tasks completed
Spells correctly	Proofreader, Signmaker	Proofread an article for the class newspaper
Follows oral directions	Gas Station Attendant	Follow oral directions to clean out cabinet
Makes inferences from reading	Newspaper Editor	Group discussion on a contemporary social issue
	. . . UPPER . . .	
Speaks with poise and confidence	Restaurant Hostess	Plan a social event for parents and interested community people
Summarizes and organizes in outline form	Minister	Report interviews with adult talent
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate
Analyzes content	Advertising Manager	Write ads
Punctuates correctly	TV News Writer	Write a news article to be read out loud
Clarifies complex material	Seamstress, Tailor	Follow simple written directions to make a wall hanging

. . PRIMARY . . .

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Identifies kinds of plants	Florist	Collect, identify, and display various types of plants
Identifies kinds of animals	Veterinarian	Organize a program for a Pet Day
Describes 5 basic senses	Baker, Perfume Saleslady	Buy ingredients and bake for a social event
Discusses sun as a source of heat and light	Farmer	Plant seeds in darkness, shade, and direct sunlight. Observe growth
Discusses growth in regard to living things	Pediatrician, Parent,	Display photographs of children with stories about special events at particular times in their development
	. . . INTERMEDIATE . . .	
Classifies animals into groups	Zoo or Museum Worker	Organize a make-believe zoo
Classifies plants into groups	Gardener, Agronomist	Convert school grounds into a botanical garden
Demonstrates how chemical changes produce new materials	Artist, Chemical Engineer, Fire Extinguisher Salesman	Make plaster of paris sculpture or fire extinguishers. Display products and report about process
Discusses basic water cycle, rain, evaporation and clouds	Weather Reporter on radio or TV	Set up model weather station
Plans an electric circuit	Electrician	Experiment with batteries, bells, bulbs, buzzers, and beepers
	. . . UPPER . . .	
Demonstrates an understanding of metamorphosis	Pest Control Specialist, Butterfly Collector	Gather cocoons (or tadpoles) and record developmental stages
Plans testing of concepts by identifying hypothesis and variables	Race Track Mechanic, Highway Safety Engineer	Conduct experiments using hypotheses
Demonstrates an understanding of the rotation of the earth	Communications Specialist, Meteorologist	Set up a model solar system
Demonstrates understanding of gravity	Pilot	Build miniature rockets
Demonstrates understanding of vibrations and sounds	Disc-Jockey, Musician	Tape record musical compositions
Demonstrates understanding of chemical change	Pharmacist	Make root beer

. . . PRIMARY . . .

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Follows simple map directions	Policeman	Make a map of neighborhood
Discusses time sequence in terms of people's lives	Relatives and Friends	Describe how grandparents dressed as a child
Uses communication to foster social interaction	Postman	Organize a classroom postal system
Recognizes important national, historical personalities	Historian, Librarian	Pantomime or roleplay their favorite historical figure
Discusses importance of the community water supply	Water Commissioner	Make a collage showing the uses of water and explain it to other classes
	. . . INTERMEDIATE . . .	
Compares agrarian development in different countries	Salesman for farm supplies	Make a collage showing various tools, methods, and products of different countries
Explains the development of items in their historical sequence	Car Dealer	Arrange pictures and models of automobiles in a historical time sequence
Demonstrate how land is used in relationship to topography	Real Estate Salesman	Make models showing different land types: (mountains, plains, swamps)
Investigates institutions in local community	Board Member, Superintendent, Representative of Teacher's Organization	Interview school administrator, board member and teacher, and make chart showing interrelationship of roles
Locates building on a city map	City Planning Commissioner	Make a model town
	. . . UPPER . . .	
Explains legend on a map	Highway Engineer	Chart cross-country trips
Discusses development of local industry in relation to natural and human resources of area	Local businessmen, Farmers, etc.	Exhibit products grown or developed by local industry
Discusses contributions of significant people during a certain period of history	Historian, Librarian	Create a play in which historical figures are the main characters
Compares values of different cultures in relationship to births and burials	Various speakers representing various cultures	Make a display denoting the different customs from the cultures studied
Discusses basic economics of a business	Member of the Chamber of Commerce	Set up a "mock" company

. . . PRIMARY . . .

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Solves simple number sentences (1+1=2)	Housewife	Use recipes
Counts from 1-100	Stock Boy	Inventory materials in room
Measures quantities	Clerk	Display items sold by the pound, ounce, pint, gallon, etc.
Recognizes and cuts out shapes	School Crossing Guard, Bus Driver	Make safety signs by cutting out squares, circles, triangles, etc.
Tells time - figures hours, minutes, etc.	Timekeeper	Keep time sheet of classroom activities
	. . . INTERMEDIATE . . .	
Utilize addition, subtraction, multiplication, and division concepts	Banker	Set up model bank in classroom
Makes change	Grocery Store Clerk	Set up model grocery store
Discusses understanding of fractions	Chef	Follow recipes
Reads and writes temperatures, Centigrade and Fahrenheit	Nurse's Aide	Record temperatures of students. Read patient charts
Constructs and reads graphs	Sales Manager of car dealership	Graph sales of each class member for a money-making project
	. . . UPPER . . .	
Solves word problems	Carpet Layer, Furniture Salesman	Measure furniture in room for possible rearrangements
Finds perimeters and areas	Architect, Draftsman	Make scale drawings of school building
Finds diameter, radius, and circumference of circles	Tire Salesman	Measure bicycle and automobile wheels and compare costs
Finds volume	Building Inspector	Find cubic areas of rooms in the school
Finds percents	Bank Loan Officer	Operate a model bank
Knows time zones, daylight time, AM & PM	Airline Pilot	Figure time differences encountered on vacation trips. Discuss health implications

C. CAREER EDUCATION COMES TO LIFE

By Mrs. Virginia Weston
Teacher
Willow Grove School
Buffalo Grove, Illinois

and

Mrs. Janet Whealon
Career Education Specialist
ABLE Model Program
Northern Illinois University

Four first grade teachers in Willow Grove School in Buffalo Grove, Illinois, have been involving their students in career education projects throughout the year. They involve children in learning experiences with local community resources, relate school experiences to life outside school, and help children learn to make decisions. The following describes one of their cooperative ventures during February, 1972.

The Willow Grove teachers decided to have their children learn about people who sell things, store owners, and stores in general. The next few days were spent planning with the students, making lists of the different kinds of stores, and discussing the various types of jobs involved. As a result of this introduction, the children suggested they would like to operate a department store.

The teachers thought each first grade class could be responsible for one department within a large store, but did not go into details about the financial aspects of the project. To help the children gather appropriate knowledge from primary sources and to help the children learn to interview adults, the teachers decided to invite members of the business community to their classrooms so that the children could inquire directly from them.

The first visitor was a banker. He explained how his bank helps businessmen finance their stores. He brought slides and other hand-outs as well as mini-budget books for mini-allowances. Through their interviewing of the banker, the children discovered that banks are businesses that make money by handling money.

Once a few key financial concepts were explored, a district manager from a local department store was interviewed. He explained how, why, and where stores are located and how merchandise is selected for each individual store. He also brought a supply of catalogues and showed the children how to use the order form.

Another department store manager visited and the children learned about promotions, sales items, cashiers, etc. To learn how stores got their products to sell, a factory representative from a food manufacturing concern explained his job in person. The children found out that a network of relationships exist behind every department store sale.

One of the most interesting interviews was with a wholesale salesman. The children were especially interested in the fact that a salesman is "his own boss", that he has no regular hours, that he has no office or place of employment where he is required to be each day. This led into a discussion of commissions and, interestingly enough, self-discipline.

But people didn't only come to school to be interviewed. All four classes visited a department store owned by one of the first-grader's father. The children were guided through the accounting, receiving, shipping and sales departments.

In addition, the children made trips after school to various stores such as a bakery, a pet store, a drug store, and a large department store. This was done in small groups after school under the supervision of volunteer mothers. The children wrote individual learning contracts before going, and then reported their findings to the class when they had fulfilled their contracts.

Direct experiencing built motivation for scholarly activity and social projects. The children were eager to open their own store. The children chose an area of special interest to them. They proceeded to form groups, plan their operations, and stock the area of the classroom that had been designated as their store.

Four stores were put into operation - a boutique, a sweet shop, a toy shop, and "Take-Five Store." The "Take-Five Store" was a place where children could purchase tow cookies and juice for five cents as well as rest while they were shopping. Many aspects of operating a store came into play -- production of articles to be sold, planning the physical layout of the store, pricing, advertising, and selling.

Some of the children made decoupage plaques and necklaces with the help of two volunteer mothers to sell in the boutique; some made candy for the sweet shop; some made cookies for the "Take-Five Store"; some repaired toys which they brought from home to sell in the toy shop. Involvement in these activities produced tangible accomplishments in the academic areas of language arts, math, social studies, and science.

Oral language skills were developed through interviewing; written language skills through the writing of notes, reports, and thank-you letters to the people who visited; mathematical skills through measuring ingredients for the candy and cookies. Each child was involved in an educational activity that combined many dimensions of the child's work-play world. Each child was learning to inquire from primary sources in his own community, to relate school studies to his life outside of school, and to make decisions appropriate to his maturational age.

D. FORMS FOR EVALUATION

HOW I FEEL ABOUT THE WORLD OF WORK

(Developed with the help of Mrs. Judith White, Bowling Green, Kentucky)

DIRECTIONS: Read each question carefully, then circle yes or no: (You will not be graded on this - there are no "right" or "wrong" answers -- just answer according to how you feel.)

Yes	No	1.	I like studying about the World of Work.
Yes	No	2.	I like to interview people about their work.
Yes	No	3.	Every person's job is important.
Yes	No	4.	When we go on a field trip, I try to watch people at work.
Yes	No	5.	I would rather study as I did last year, instead of studying about the World of Work.
Yes	No	6.	My subjects in school seem to "fit in" with my studies about the World of Work.
Yes	No	7.	I am thinking more and more about the work I want to do when I grow up.
Yes	No	8.	I know more things about peoples' jobs now than I did when school started.
Yes	No	9.	I want to be prepared to get a good job.
Yes	No	10.	I feel important when I interview people.
Yes	No	11.	People who come to school for us to interview seem to like talking to us.
Yes	No	12.	People should be happy with their jobs.
Yes	No	13.	Earning a good amount of money is important when you are choosing a job.
Yes	No	14.	I would rather make a lot of money on a job than be happy on a job.
Yes	No	15.	I would rather be happy with a job than make a lot of money on a job.

Yes No 16. It is all right to change jobs if you want a different job.

Yes No 17. In school, we learn many things which we will use later on in a job.

Yes No 18. People must learn to get along with each other and work well together in order to be good workers on the job.

Yes No 19. I sometimes tell my parents about the World of Work program.

Yes No 20. I want to study the World of Work next year.

Yes No 21. There are many good jobs which you can have without needing a college education.

Yes No 22. A job in which your hands or clothes get soiled is as important as a job in which you stay clean.

Other questions which seek to gather feelings and thoughts from the affective domain might be:

1. When I talked to my parents about our World of Work activities they_____

   _____

2. When I talked to my friends about our World of Work activities they_____

   _____

3. In my opinion the difference between work and play is_____

   _____

4. Things that make me feel important are_____

   _____

5. Things that are important to my teacher are_____

   _____

SOME THINGS I HAVE LEARNED ABOUT THE WORLD OF WORK

DIRECTIONS: Answer each question the best you can. You will not be graded on this.

1. Name one thing you like best about studying the World of Work._____

2. Name one thing you do not like about studying the World of Work._____

3. Name 5 of the best interviewing questions you ask people:

   1._____

   2._____

   3._____

   4._____

   5._____

4. Name 3 interesting or unusual things you have learned about any jobs you have studied?

   1._____

   2._____

   3._____

5. Do you have any ideas about what you want to do when you grow up?_____ If you do, tell why you would choose the job you think you want._____

   _____

   _____

6. If there are some jobs you would like to learn about which we have not studied, name them:_____

   _____

7. Which school subject seems to "fit in" best with studying about the World of Work?_____

8. Which of your school subjects do you like best?_____ _____ Have you used this subject in learning about the World of Work?_____ If so, how did it "fit in?"_____

_____

9. Which subject do you like least?_____ If you could interview any one in the world, who would you choose, if you knew that they would come to talk to us?_____

10. Are you learning from other students in the class by sharing your ideas and classwork?_____

11. My teacher can help me more by doing_____

_____

12. In the space below, name as many units as you can which we have studied, the person interviewed, and some words you studied in the unit:

Name of the Unit	People We Interviewed	New Words

V. PLANNING MODELS

Thinking about what to do as a teacher can begin with *any* idea. A teacher can think of an object, an activity, a goal, a theme, or a person and then proceed to plan.

What a teacher does with an initial idea is significant. *Does a teacher's imagination guide the idea's development into professional dimensions?*

Our thesis is that the way in which an emerging idea is guided determines *thought* as well as deed.

Some insight into what might be outcomes of thinking through the organizing center approach follows. These planning models indicate ideas that may find relevance at several levels of the educational ladder.

■

BUILDING	■	OCCUPATIONS	■	Architect
				Carpenter
				Lumber Yard Salesman

Building, *as an idea*, has great generative qualities. By itself, it offers wholesome and worthwhile areas for study. However, we feel that the idea is too broad for use as the center of instruction in the elementary class setting. Young children need more than an abstraction. They need the warmth and color of real human characters.

An occupation can be an organizing center for instruction in the elementary school. The "content" of an occupation gives the teacher a variety of instructional choices and focuses upon life-centered activities. Also, personal authenticity is brought directly to the classroom.

All three occupations could be studied at once. That would require a great amount of pedagogical talent. We advise those entering our program to *plan one step at a time* until such time as large blocks of activities and events fit into place. Each page is designed to *help the teacher think through specific doing* possibilities for each occupation.

This introductory brochure is not intended as a teacher's guide for lesson by lesson instruction. Rather, it is seen as one of the many materials a teacher looks over in order to prepare for that sudden coming together of insight and expertise that is the hallmark of the artist-professional.

Illustrations of more detailed planning, implementation, and evaluation will be available at project headquarters.

ACCESSIBILITY

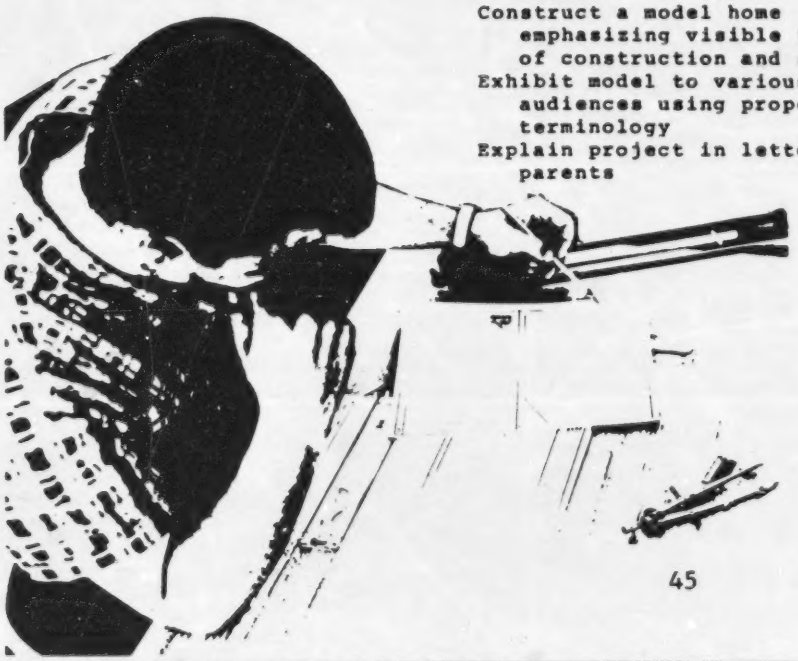
Architect
Realtor
Plan books and blueprints
Model home
Library materials (including films, filmstrips, tapes, etc.)
School building

MOBILITY

History of home structures
Planning and design of a structure
Coordination of products and services for a specific goal
Esthetic qualities of house and environment
Economic factors of construction
Building codes and zoning laws
Community services to house (gas, water, electricity, streets, sewer)

ACCOMPLISHMENT

Interview with "talent" to be written as an article for the school newspaper
List values which determine home design and construction
Roleplay home buyer and architect
Draft a design to scale
Interview city officials who supervise zoning and building codes
Construct a model home emphasizing visible features of construction and services
Exhibit model to various audiences using proper terminology
Explain project in letters to parents



CARPENTER

ACCESSIBILITY

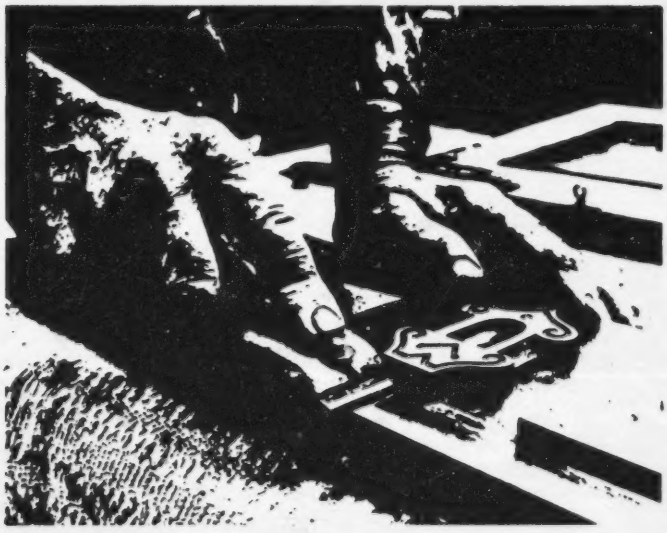
Carpenter
House under construction
Work room with hand tools
School building
Children's apartments or homes
Library materials

MOBILITY

Carpentry skills, training and working conditions
Tools and technology (prefabrication)
Mathematical skills
Vocabulary development
History of carpentry

ACCOMPLISHMENT

Handle tools and use terminology in reports and exhibits
Interview workers in building trades for articles in school newspaper
Outline steps in house construction
Figure costs of lumber (side walls, flooring system, roof system)
Write letters to parents about the features of a carpenter's work
Report on the history of a carpenter's work
Report on home repair carpentry



LUMBER YARD SALESMAN

ACCESSIBILITY

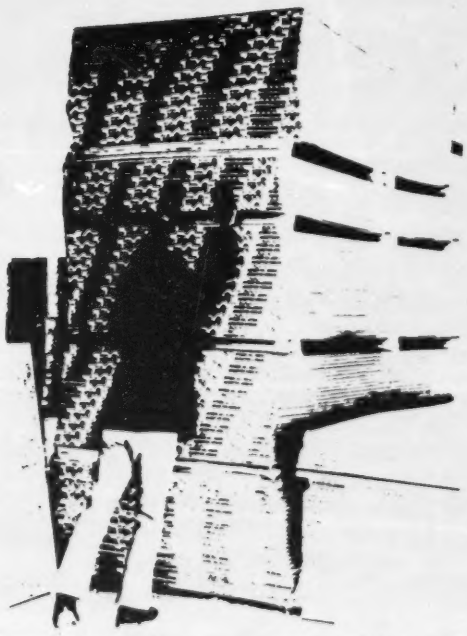
Salesmen from lumber companies
Lumber yard
Forest preserve
Trees around school area
Library materials

MOBILITY

Home building products
(manufacture, transportation, sales)
Occupations, geographic areas, characteristics of job, future of industry
Cultural traditions
Conservation and development of natural resources
New products under development

ACCOMPLISHMENT

Map study (product maps)
Exhibits of building materials to show processing from raw to finished product
Write reports using vocabulary drawn from studies
Interview community members about housing needs and desires
Hand-on experience with different lumber yard products
Collections of nails, woods, etc. to show variety of products and their uses
Analyses of building products used in school construction
Report on how products are maintained and serviced



■

THE GREENHOUSE ■	OCCUPATIONS ■	Clerk
		Floral designer
		Grower

SAY IT WITH FLOWERS!

So many times in our lives we have given flowers to express such sentiments as joy, happiness, sorrow, love. We have used them to make social events more festive. Often we call a florist in the morning and expect to have flowers delivered in the afternoon. Have we ever stopped to think of the people, the time, the effort involved from the day the seed is planted until the moment the delivery man rings our doorbell?

The florist, as *an organizing center*, can be the means of having children learn to appreciate what goes on behind the scenes. This study of the *person-in-the-occupation* can set the stage for introducing them to social amenities of friendship, an area that may be forgotten in our increasingly technological world.

An imaginative *ABLE* teacher could use this topic as a springboard for going into the study of ecology as well as for developing interest in plant life. When one uses *a life-centered approach* to teaching, there are few limits to the possibilities available.

CLERK

ACCESSIBILITY

Clerk
Florist shop
Library materials (including films, filmstrips, tapes, etc.)

MOBILITY

Customer-clerk relations
Mathematical skills (money changing)
Holidays
Economics
Delivery methods
Geography

ACCOMPLISHMENT

Involve parents in discussion and write about how much of one's income should be spent on flowers
Roleplay clerk and customer ordering flowers
Figure out money exchanges
Figure out quantities of floral arrangements for a wedding or other social gathering
Make a chart showing cost of a variety of floral arrangements
Write a report on the floral needs of the community
Make a display of the kinds of flowers most in demand in the community
Hold a panel on the problems of a florist
Report on the risks involved in being a florist
List the occasions on which people send flowers
Have a play to illustrate holidays and the flowers associated with them
Describe the transportation used to insure fresh merchandise

ACCESSIBILITY

Designer
Designer school
Florist
Library materials
Posters
Songs

MOBILITY

Artistic skill
Appreciation of art (use of colors, shapes)
Letter writing
Poetry
Music
Sense-awareness (sight, smell, touch)
Cultural traditions

ACCOMPLISHMENT

Cut out and display magazine pictures of floral arrangements
Make and display arrangements for holidays
Write letters to a designer school for information on kinds of arrangements
List materials needed by a floral designer
Report on ways of keeping flowers fresh
Draw pictures of floral arrangements
Pantomine sentiments expressed by giving flowers
Study symbolism of various flowers
Sing songs about flowers
Write poetry about flowers
Use real flowers as catalysts to expressions about sense awareness
Save money to send flowers for Mother's Day

GROWER

ACCESSIBILITY

Grower
Greenhouse
Library materials
Posters
Catalogues of supply houses

MOBILITY

Botany
Chemistry (soil analysis and temperature control)
Vocabulary development
Agriculture
Ecology

ACCOMPLISHMENT

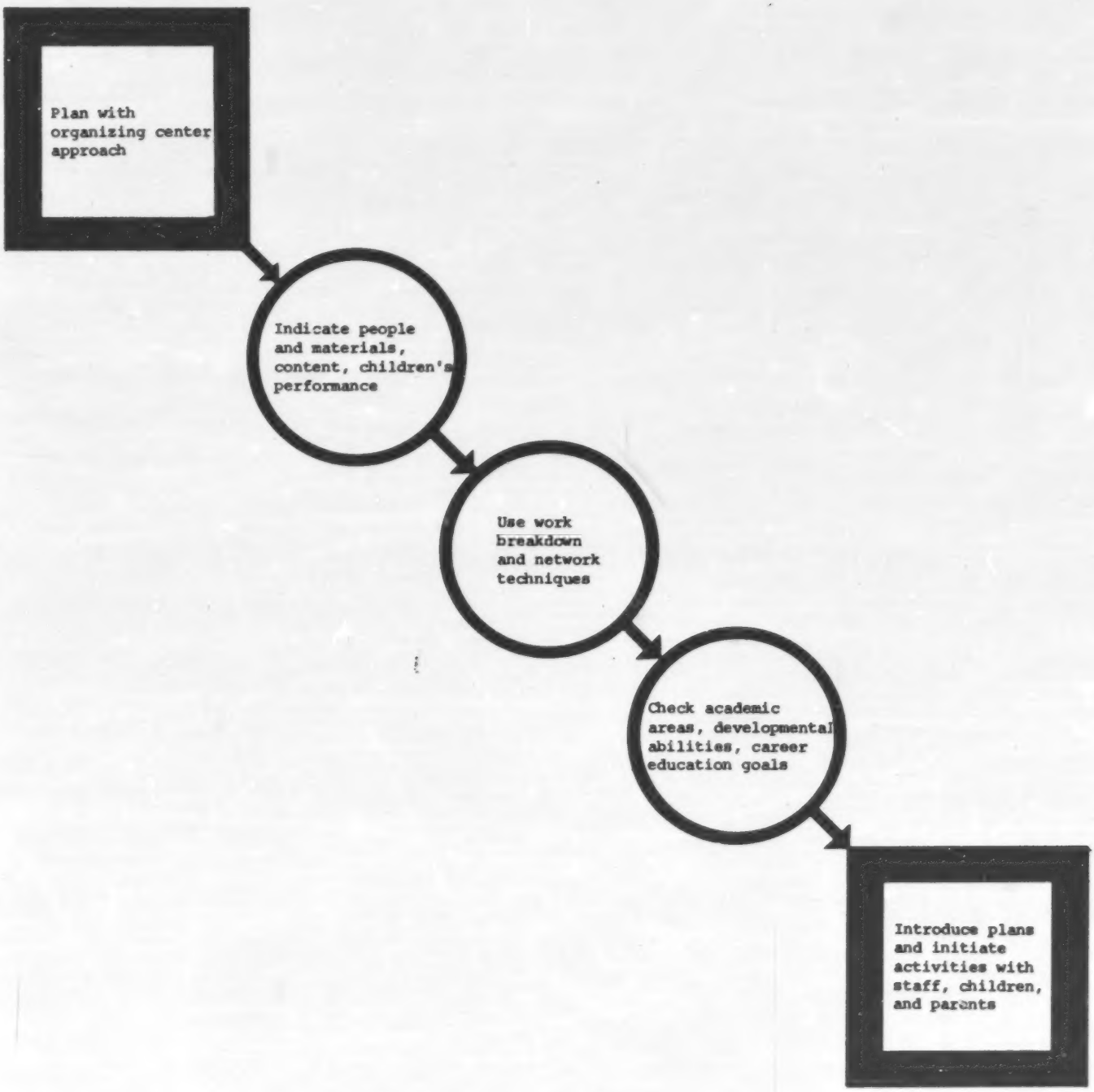
Report on work hours and duties required of a grower
Plant seeds and bulbs
Make a bulletin board showing kinds of soil
Report on importance of temperature control
Make a chart showing parts of a flower
Report on the care of a plant from seed to full bloom
Describe methods of killing bugs
Describe methods of fertilization
Make a picture file showing conditions necessary for growth of plants
Make a map to show where the most common flowers grow
Interview parents re: Why aren't there many commercials on flowers?
Describe how plant leaf looks under microscope

VI. AN ANALYSIS OF THE WORK OF THE TEACHER

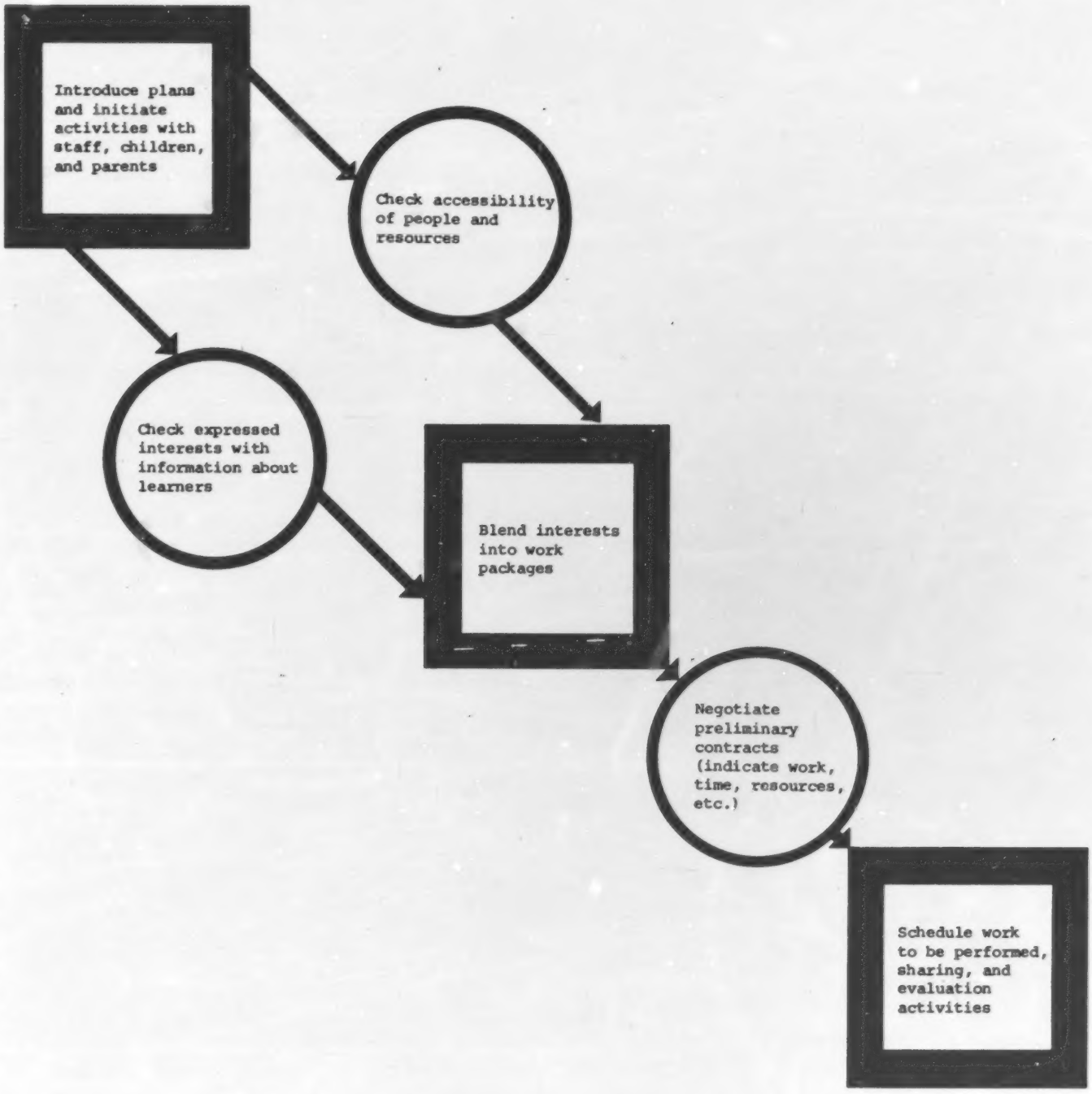
The flow chart which begins on the next page is designed to help teachers understand what can be done. It is not intended as a prescription for a career education instructional program, but it does offer enough attention to detail so that communication about the work of teaching can be specific and practical.

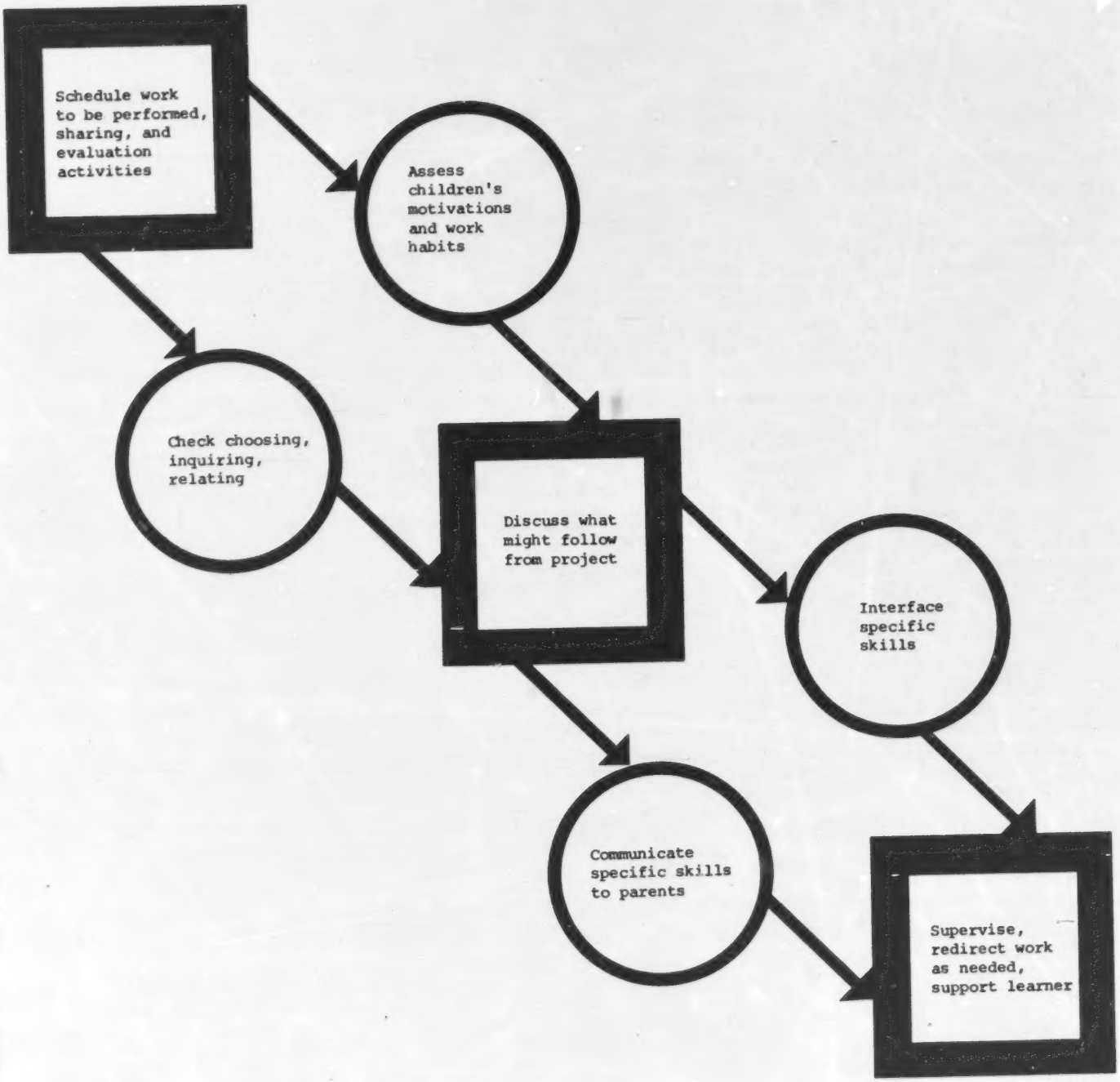
A network of relationships shows how activities are interdependent. It also suggests where teachers need to establish priorities and which competencies are needed for *an effective instructional program involving active children and active parents.*

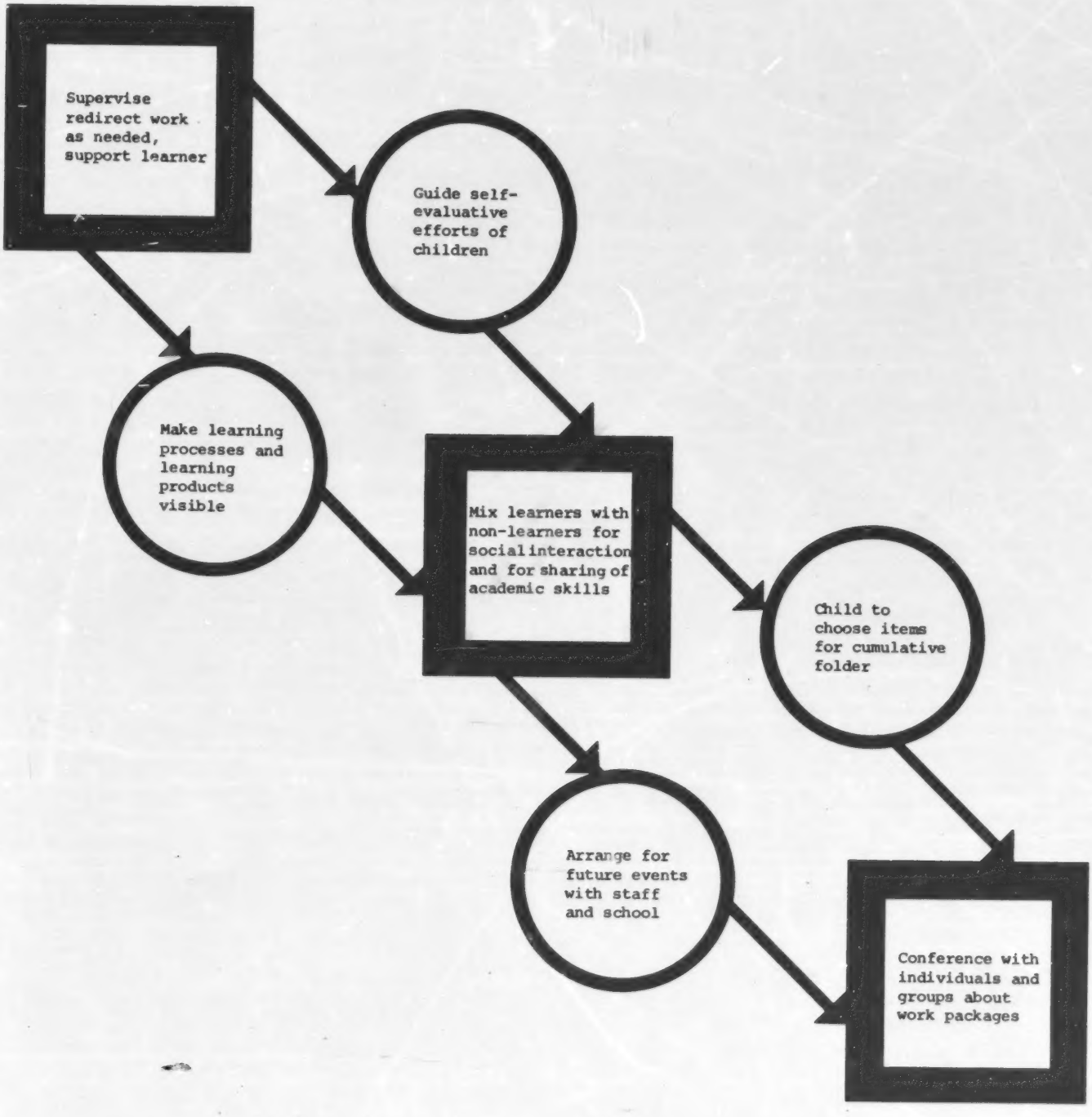
WHAT CAN AN able TEACHER DO?

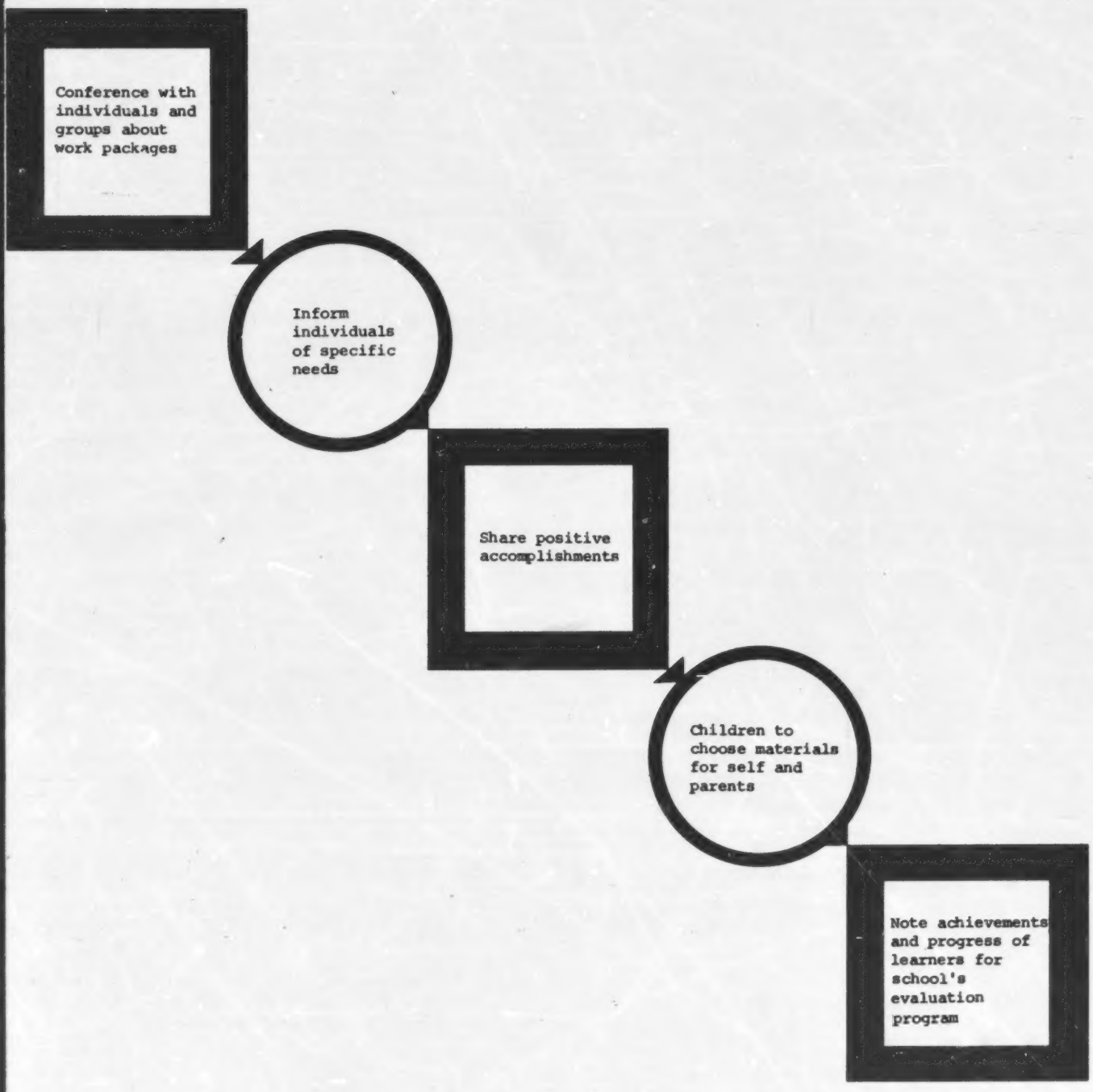

Plan with organizing center approach
Indicate people and materials, content, children's performance
Use work breakdown and network techniques
Check academic areas, developmental abilities, career education goals
Introduce plans and initiate activities with staff, children, and parents

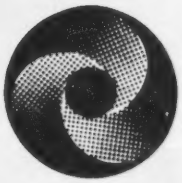
V


Introduce plans and initiate activities with staff, children, and parents
Check accessibility of people and resources
Check expressed interests with information about learners
Blend interests into work packages
Negotiate preliminary contracts (indicate work, time, resources, etc.)
Schedule work to be performed, sharing, and evaluation activities


Schedule work to be performed, sharing, and evaluation activities
Assess children's motivations and work habits
Check choosing, inquiring, relating
Discuss what might follow from project
Interface specific skills
Communicate specific skills to parents
Supervise, redirect work as needed, support learner


Supervise redirect work as needed, support learner
Guide self-evaluative efforts of children
Make learning processes and learning products visible
Mix learners with non-learners for social interaction and for sharing of academic skills
Child to choose items for cumulative folder
Arrange for future events with staff and school
Conference with individuals and groups about work packages


Conference with individuals and groups about work packages
Inform individuals of specific needs
Share positive accomplishments
Children to choose materials for self and parents
Note achievements and progress of learners for school's evaluation program



Note achievements and progress of learners for school's evaluation program

Choose materials for child's cumulative folder

Select visible products to contribute to class and school resource center

Conference with instructional team and project director

Plan with Organizing Center approach

VII. REVIEW OF KEY IDEAS DEVELOPED BY ABLE MODEL PROGRAM

Teachers have found our emphasis upon the work of the teacher to be a refreshing change from curriculum development approaches which center upon the production of written guides, units, and other background materials. Unfortunately, many model builders are ignorant of classroom problems and furnish materials especially designed to make the teacher an assistant to the text. Our *teacher-oriented approach* establishes the teacher's imagination as the key instrument of instruction.

Our invention, *the organizing center*, enables teachers from a wide variety of school environments to agree upon the work that teachers must do in order to provide quality learning experiences. Planning through the organizing center encourages parent involvement and the utilization of resource people from the local community. It also sets specific, practical objectives for the students and the teacher.

The *person-in-the-occupation concept* is our way of focusing attention upon people and the work they do. Career education means refocusing content upon people and our approach sets workers, hobbyists, and other active adults within a human dimension that is psychologically sound and philosophically rewarding.

Our model includes instructional support systems such as a *teacher-parent communication system*. We feel the teacher's work to inform parents and other community people about the activities of the learners is necessary and significant.

All of our concepts are developmental. No one needs to undergo a lengthy program of in-service education to begin career development activities. We have tried to set out ideas on *a teaching continuum*. Those who find our concepts quite new can try them with a wink and a tickle while those who are already carrying out some of our suggestions may be seriously analytical and sophisticated in improving their expertise and effectiveness.

Management is an important concern of all teachers. Our ideas are intended to help teachers focus upon target goals, plan more relevant activities, and evaluate the qualities of instructional efforts. In a very real sense, the only person a teacher can control is himself. Our work should help a teacher be more skillful, more humane, and more self-confident.

Our outlines of integrating skill areas with career education and our materials about the teaching of interviewing skills are a result of our *research and development activities*. We try to plan with participating teachers to uncover needs and problems. Our mission is to develop a credible theory of practice. We are interested in a teacher's ideas because they emerged in the authentic instructional arenas of our schools.

Please contact us if you uncover problems we have not perceived or if you would like to contribute new ideas to our kaleidoscopic endeavors.